10.R.1.1 Students can **apply** <u>contrast clues</u> to extend vocabulary.

Learning targets to meet this standard:
- Define contrast clues
- Recognize contrast clues in a sentence

Verbs Defined:
- Apply – use

Key Terms Defined:
- Contrast clues – words and phrases that indicate that an unfamiliar word contrasts with another word in the passage

Teacher Speak:
Students can apply (use) contrast clues (words and phrased that indicate that an unfamiliar word contrasts with another word in a passage) to extend vocabulary.

Student Speak:
I can use (apply) words and phrases that indicate that an unfamiliar word contrasts with another word in a passage (contrast clues) to extend vocabulary.

Examples:

Possible resources/references:

10.R.2.1 Students can **formulate** <u>associations</u> between <u>texts</u> and experiences.

Learning targets to meet this standard:
- Identify the main idea
- Understand that a relationship can exist between the main idea to text and between the main idea to experiences

Verbs Defined:
- Formulate – create

Key Terms Defined:
- Associations - connections
- Texts – written materials

Teacher Speak:
Students can formulate (create) associations (connections) between texts (written materials) and experiences.

Student Speak:
I can create (formulate) connections (associations) between written materials (texts) and experiences.

Examples:

Possible resources/references:

10.R.2.2 Students can read fluently to comprehend grade-level text.

Learning targets to meet this standard:
- Apply the elements of fluency: <u>accuracy, rate, phrasing, and expression</u>

Verbs Defined:

Key Terms Defined:
- Accuracy - correctness
- Rate - words per minute
- Expression - voice inflection
- Phrasing - smoothness

Teacher Speak:
Students can read fluently (using accuracy, rate, phrasing, and expression) to comprehend grade-level text.

Student Speak:
I can read using accuracy, rate, phrasing, and expression (fluently) to comprehend grade-level text.

Examples:

Possible resources/references:

10.R.3.1 Students can **analyze** an author's <u>style</u>.

Learning targets to meet this standard:
- Understand what constitutes style (e.g. diction, sentence structure, tone)

Verbs Defined:
- Analyze – show what is known

Key Terms Defined:
- Style - the manner in which an author chooses and arranges his words

Teacher Speak:
Students can analyze (show what is known) an author's style (the manner in which an author chooses and arranges words).

Student Speak:
I can show what is known (analyze) an author's choice and arrangement of words (style).

Examples:

Possible resources/references:

10.R.4.1 Students can **determine** the author's <u>purpose</u> in <u>multicultural</u>, geographical, and historical <u>texts</u>.

Learning targets to meet this standard:
- Research author's background and possible mindset
- Identify author's purpose within the context of historical periods, geographical area, and culture

Verbs Defined:
- Determine - figure out

Key Terms Defined:
- Purpose – intent
- Multicultural - of or representing works from a variety of cultural groups (see *culture* if necessary)
- Texts – written materials

Teacher Speak:
Students can determine (figure out) the author's purpose (intent) in multicultural (representing works from a variety of cultural groups), geographical, and historical texts (written materials).

Student Speak:
I can figure out (determine) the author's intent (purpose) in works from a variety of cultural groups (multicultural), geographical, and historical written materials (texts).

Examples:

Possible resources/references:

10.R.5.1 Students can **recognize** <u>logical fallacies</u> in sources.

Learning targets to meet this standard:
- Determine whether statements represent fact, opinion, and logic

Verbs Defined:
- Recognize - identify

Key Terms Defined:
- Logical fallacies – invalid conclusions based on the evidence given

Teacher Speak:
Students can recognize (identify) logical fallacies (invalid conclusions based on the evidence given) in sources.

Student Speak:
I can identify (recognize) invalid conclusions based on the evidence give (logical fallacies) in sources.

Examples:
Bandwagon, stereotyping, straw man, glittering generality, celebrity testimonial

Possible resources/references: